



WELSH BACCAULAUREATE NATIONAL/FOUNDATION

ACCREDITED BY
WELSH GOVERNMENT

Teaching from 2015

SPECIFICATION



Version 3 - November 2022

SUMMARY OF AMENDMENTS

Version	Description	Page number
2	Inclusion of updated diagrams illustrating the requirements for achieving the Foundation/National Welsh Baccalaureate qualifications	3
	Clarification on the allocation of guided learning hours	8
	Stipulation of the Global Citizenship Challenge to be undertaken as an individual	8
	Remove Business Partnership as an option for the Enterprise and Employability Challenge	16
	Inclusion of maximum word count of 800 words added to the supporting evidence requirements for the Personal Standpoint.	21
	Clarification of where centres can access the Approved Challenge Briefs and associated tasks.	28
	Inclusion of reference to the Controls Summary table in both the Challenge Brief and Delivery Handbook.	30
	Clarification that generic guidance can be produced to candidates when completing challenges	31
	Removal of references to the capping of grades for resits.	34
	Clarification of the 80/20 'rule' and inclusion of UMS	34
	Clarification of the arrangements for resitting components	35
	Update to the information on external moderation to reflect current arrangements, including e-submission	36
	Update to the information on certification arrangements to reflect current arrangements	37
	Removal of Appendix A and retitling of Appendix B as Appendix A.	40
	Removal of references to the post-16 Welsh Baccalaureate and Skills Challenge Certificates	throughout
Removal of references to Key Stage 4 / KS4.	throughout	
Alignment with the Curriculum for Wales in re-naming essential and employability skills. Integral and cross curricular skills will now be used.	throughout	

3	Submission of two out of the three Challenges for internal assessment and external moderation	throughout
	Removal of section 1.6 on Tutorial Support and Mentoring	6
	Further clarification on completing two out of the three Challenges for assessment	8
	Clarification on awarding of the component grades	34
	Clarification on the awarding of the overall qualification, including the removal of the 80% rule	35

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1 INTRODUCTION

1.1 Qualification Title and Codes

This specification covers the following qualifications:

Level 1/2

601/4918/8 WJEC National/Foundation Welsh Baccalaureate (level 1/2)

601/4915/2 WJEC National/ Foundation Skills Challenge Certificate (level 1/2)

1.2 Rationale

The National/Foundation Welsh Baccalaureate provides a vehicle for learners to consolidate and develop integral and cross curricular skills. The qualification helps learners to prepare for their future by developing skills, attributes and behaviours valued by educators and potential employers. The emphasis in the Welsh Baccalaureate is on applied learning i.e. acquiring and applying a range of transferable skills. Learners will develop skills in the context of purposeful tasks and appropriate knowledge and understanding. The National/Foundation Welsh Baccalaureate encourages the learner to value skills development as a key aspect of education and life-long learning. It fully embraces and consolidates the core purposes of the Curriculum for Wales, supporting learners to become:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

The National/Foundation Welsh Baccalaureate is comprised of the National/Foundation **Skills Challenge Certificate** alongside **Supporting Qualifications**. The requirements of both the Skills Challenge Certificate and Supporting Qualifications must be met in order to achieve the overarching Welsh Baccalaureate.

The **Skills Challenge Certificate** consists of four components:

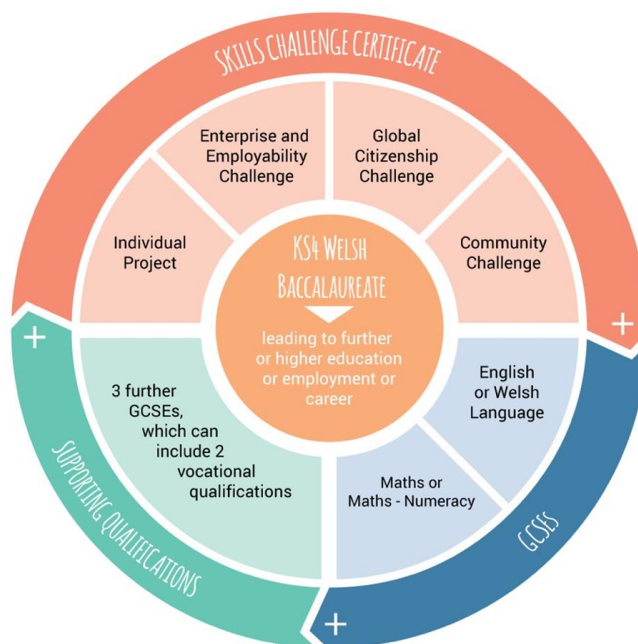
- Individual Project
- Enterprise and Employability Challenge
- Global Citizenship Challenge
- Community Challenge.

To achieve the qualification, learners must complete the Individual Project and **two** of the Challenge components. The combined outcomes of the **three** chosen components will determine whether the Skills Challenge Certificate is awarded at National or Foundation level.

The **Supporting Qualifications** include two mandatory GCSEs of English Language or Welsh Language together with Mathematics-Numeracy or Mathematics. A further three GCSEs are also required, of which two may be of equivalent qualifications.

To meet the National Welsh Baccalaureate requirements all five of the Supporting Qualifications must be achieved at grades A*-C. Similarly, for the Foundation Welsh Baccalaureate the Supporting Qualifications must be achieved at grades A*-G.

The following diagram illustrates the routes towards achievement of the National/Foundation Welsh Baccalaureate.



The focus of the **Skills Challenge Certificate** is on the integral and cross curricular skills young people need in their future lives and these skills are developed and assessed through an Individual Project and Challenges. The Skills Challenge Certificate has been designed to include learning and assessment which will enthuse, engage and motivate learners in the classroom, the workplace and the wider community. Learners are required to consider how the application of their learning may impact on individuals, employers, society and the environment. The qualification is devised around the concept of a 'plan, do, and review' approach to learning where learners are introduced to a context for learning, plan activities, carry out activities, review outcomes and learning.

The Welsh Baccalaureate may be undertaken through the medium of English or Welsh or bilingually.

1.3 Aims and objectives

The **aims** of the Welsh Baccalaureate are to:

- develop and assess a wide range of integral and cross curricular skills
- promote the value and development of skills for education, life and work
- provide opportunities to develop and assess skills through purposeful, meaningful and engaging learning experiences
- make learning relevant and set in real-life contexts for real-life purposes
- build on and align with the wider curriculum and associated learning frameworks.

The **objectives** of the Welsh Baccalaureate are for learners to be able to:

- develop an appreciation of the importance of skills development as a key aspect of life-long learning
- engage in active, creative, open-ended and learner-led opportunities
- enquire and think for themselves, plan, make choices and decisions, solve problems and reflect on and evaluate these
- broaden their experience through engagement with external organisations
- develop as effective, responsible and active citizens ready to take their place in a global society and in the workplace
- develop initiative, independence and resilience
- increase their confidence and their motivation for learning and skills development
- work independently, take on responsibilities and work effectively with others.

1.4 Curriculum for Wales: Integral and Cross Curricular Skills

The National/Foundation Welsh Baccalaureate enables learners to develop and demonstrate an understanding of and proficiency in the Curriculum for Wales' integral and cross curricular skills. These are the skills that employers and next-stage educators' value and which learners need for learning, work and life.

The seven integral and cross curricular skills are:

- Literacy
- Numeracy
- Digital Literacy
- Critical Thinking and Problem Solving
- Planning and Organisation
- Creativity and Innovation
- Personal Effectiveness.

The Welsh Baccalaureate:

- enables learners to consolidate and formalise learning of skills
- provides a theoretical underpinning of knowledge and techniques related to skills
- encourage reflection, analysis and articulation of the learner's own proficiency in the skills
- engages learners in exploring, developing, practicing and applying the skills
- increases confidence and effectiveness in the use and application of the skills in a range of meaningful and 'real-life' contexts and purposes.

Clear, purposeful assessment of these skills includes:

LITERACY

The Literacy skills are those specified for, and assessed through, GCSE English Language and/or Welsh Language and should also be developed through the Individual Project and the Challenges.

NUMERACY

The Numeracy skills are those specified for, and assessed through, GCSE Mathematics-Numeracy and should also be developed through the Individual Project and the Challenges.

DIGITAL LITERACY

- Understand and respond appropriately to risks and problems in order to communicate safely in a digital world.
- Use social media safely and effectively.
- Understand and manage own digital footprint.
- Use, manipulate or create data and information and present it digitally for different audiences
- Be able to find, organise, store, manage, share and protect digital information.
- Evaluate the reliability of sources of information.
- Use digital techniques and methods for a range of activities including: collaboration, team working, creativity, problem solving and learning.

CRITICAL THINKING AND PROBLEM SOLVING

- Understand and apply decision-making and problem-solving approaches and techniques.
- Identify and analyse problems or issues.
- Identify potential solutions or responses and reasons for different views.
- Be able to justify decisions.
- Identify and develop arguments.
- Critically assess the strength of options and arguments, take into account opposing views or alternative ideas, validity and reliability.
- Demonstrate resilience and perseverance.
- Reflect on approaches and techniques for critical thinking, decision making and problem solving and own proficiency in them.

CREATIVITY AND INNOVATION

- Understand how to and be able to generate ideas and identify and make the most of opportunities.
- Demonstrate original thinking and an ability to identify and challenge assumptions.
- Be able to combine or develop ideas.
- Assess and evaluate ideas, choosing and implementing options.
- Demonstrate imagination and initiative.
- Reflect on the process and identify how it could be improved.

PLANNING AND ORGANISATION

- Understand the importance of clear aims and objectives.
- Be able to develop and agree aims and objectives and set targets or milestones.
- Demonstrate responsibility and reliability.
- Be able to produce a plan, identify and manage resources, timescales, activities and allocate responsibilities.
- Select, organise and evaluate information relevant to the objective or plan.
- Implement the plan.
- Monitor and evaluate the plan, modifying it as needed and adapting to change.
- Identify and respond to risks.
- Reflect on and evaluate the planning process and its outcomes.

PERSONAL EFFECTIVENESS

- Understand, manage and improve own behaviour and performance.
- Demonstrate initiative and independence.
- Evaluate own personal effectiveness.
- Manage time effectively.
- Be able to respond appropriately to conflict.
- Understand roles and teams.
- Work effectively within a team.
- Respect and respond to the values and opinions of others, presenting own views effectively.

1.5 Progression

The National/Foundation Welsh Baccalaureate is available to post-14 learners. Learners achieving the National/Foundation Welsh Baccalaureate may progress to the Advanced Welsh Baccalaureate qualification, or from 2023 onwards, the Advanced Skills Baccalaureate Wales qualification.

2 QUALIFICATION STRUCTURE

2.1 WJEC National/Foundation Skills Challenge Certificate

120 guided learning hours have been allocated for the completion of the National/Foundation Skills Challenge Certificate; this provides time for learners to develop the Curriculum for Wales' integral and cross curricular skills to the appropriate level and to undertake the assessment of the Individual Project, and the two chosen Challenges. This time includes taught content, supervised practical work outside the classroom and supervised study time. For the National/Foundation Skills Challenge Certificate more guided learning hours could be needed at the start of the qualification to develop all skills. It is expected that the teaching and learning programme develops and practices all integral skills, regardless of the chosen Challenges being undertaken for assessment before continuing in more depth to develop those skills specific to the first Challenge. Whilst moving through the qualification, a revision or recap of skills might be all that is needed during guided learning hours as that skill has already been taught for a previous Challenge. The delivery model adopted for the qualification and order in which the chosen Challenges are undertaken will determine how guided learning hours are allocated throughout the cycle of the qualification.

All learners may undertake the same Individual Project topics and the same Challenge Briefs, with attainment at either National or Foundation level being determined through assessment. When completing the chosen Challenges for assessment, the **Global Citizenship Challenge** must be completed **individually**, the **Enterprise and Employability Challenge** must be completed in a **team** (consisting of 3-6 members), and the **Community Challenge** can be completed either as an individual or within a team.

Preparation for the components will allow learners to develop and apply all the integral and cross curricular skills. However, the assessment of the chosen components will focus on specific skills, as detailed in the following tables.

Skills Challenge Certificate components	Weighting	Assessed Skills	Internal Assessment	External Moderation
Individual Project (Mandatory)	50%	<ul style="list-style-type: none"> • Planning and Organisation • Critical Thinking and Problem Solving • Digital Literacy 	✓	✓

Learners are required to complete **two** of the **three** Challenge components. The components chosen to be completed are at the discretion of the centre. All learners within a centre can complete the same two Challenges, or a centre can enter learners for different Challenge combinations, depending on the interest or ability of learners. The two Challenge components chosen for assessment from the three available are outlined in the following table and will make up 50% of the qualification.

Skills Challenge Certificate components	Weighting	Assessed Skills	Internal Assessment	External Moderation
Enterprise and Employability Challenge (Optional)	25%	<ul style="list-style-type: none"> • Creativity and Innovation • Personal Effectiveness • Digital Literacy 	✓	✓
Global Citizenship Challenge (Optional)	25%	<ul style="list-style-type: none"> • Critical Thinking and Problem Solving • Creativity and Innovation 	✓	✓
Community Challenge (Optional)	25%	<ul style="list-style-type: none"> • Planning and Organisation • Personal Effectiveness 	✓	✓

The details of the Individual Project and the Challenges can be found in **Section 3**.

2.2 WJEC National Welsh Baccalaureate

To achieve the **National** Welsh Baccalaureate learners must achieve the National Skills Challenge Certificate together with the following Supporting Qualifications:

- GCSE English Language or GCSE Welsh Language at grade A* - C
- GCSE Mathematics – Numeracy or GCSE Mathematics at grade A* - C
- a minimum of three further GCSEs grade A*- C, of which two may be equivalent qualifications.

2.3 WJEC Foundation Welsh Baccalaureate

To achieve the **Foundation** Welsh Baccalaureate learners must achieve either the National or Foundation Skills Challenge Certificate together with the following Supporting Qualifications:

- GCSE English Language or GCSE Welsh Language at grade A* - G
- GCSE Mathematics – Numeracy or GCSE Mathematics at grade A* - G
- a minimum of three further GCSEs grade A*- G, of which two may be equivalent qualifications.

Equivalent Qualifications

A one GCSE equivalent qualification must be at least 120 GLH.

A two GCSE equivalent qualification must be at least 240 GLH.

3 COMPONENTS

3.1 Component Structure

Component title

The component title summarises in a concise manner the content of the component.

Purpose

The purpose provides a clear summary of the component.

Introduction

This is written to assist centres to explain to learners the purpose of the learning in the component.

Guidance for delivery

This provides the teacher with ideas on how to deliver the component. The guidance also gives ideas of context for the component and suggests possible contacts that could be made in the delivery of the learning.

Evidence for Assessment

This section summarises assessment requirements and provides the learner and the teacher with details of the evidence required for assessment.

Suggested teaching and learning programme

The indicative content defines the breadth and depth of learning for each specified skill and for the context of the component. It is expected that all the indicative content will be delivered during the programme of learning. It is not required to assess every aspect of the content when assessing the component. Learners will be expected to apply the skills, knowledge and understanding acquired through the learning to the specifics of the learning outcomes.

Learning outcomes

Learning outcomes state what the learner should know, understand or be able to do, as a result of completing the learning in the component.

Performance Bands

The performance bands specify the standard a learner has demonstrated for the learning outcomes of that component. The score for the performance bands are used to determine the summative component grade.

3.2 Individual Project

Purpose

The purpose of the Individual Project is to develop learners' skills, through carrying out a research activity in an area of personal interest or one that reflects future educational or career aspirations. During the Individual Project learners will explicitly develop skills in **Digital Literacy, Planning and Organisation and Critical Thinking and Problem Solving** and apply them in an appropriate manner.

Introduction

What form should the Individual Project take?
What skills will the learner develop and use to carry out the Individual Project?
Does individual learning mean the learner can't have help?

The Individual Project must be produced and presented either as a written account or an artefact/product supported by written evidence. There is a wide range of possibilities that can be chosen as a focus for the Individual Project and learners are encouraged to explore an area of personal interest or one that reflects future educational or career aspirations.

To carry out and complete the Individual Project, learners need to develop and use a wide range of appropriate skills. In completing the Individual Project learners will recognise the importance research plays in making informed decisions. Learners will be encouraged to find, evaluate, analyse, communicate and use information to solve complex problems. Learners will have the opportunity to demonstrate originality, initiative and exercise personal responsibility.

Skills needed will include:

- planning and organisational skills that will enable learners to manage the task
- research skills
- acquiring and handling information and data required
- critical thinking skills which will enable them to analyse and use research effectively
- problem solving skills which will enable them to overcome challenges and produce solutions
- communication and digital literacy skills to support their research and presentation of information.

While learners will be encouraged to work independently, flexibly and creatively, they should be supported in developing appropriate skills.

Guidance for delivery

At this level it is advised that learners spend approximately **forty hours** on the Individual Project with an appropriate teaching and learning programme aimed at developing the necessary skills, knowledge and understanding. For the purpose of the Individual Project there will be a particular focus on teaching, learning and assessment of **Digital Literacy, Planning and Organisation, and Critical Thinking and Problem Solving**.

At this level learners should be taught and encouraged to work independently, seeking and acting on advice when necessary. It is advised that learners approach the Individual Project having developed the full range of integral and cross curricular skills through the Challenge components.

The Individual Project can only be submitted for assessment by WJEC during the second year of the learners Welsh Baccalaureate programme.

Evidence for Assessment

The Individual Project should be presented in written form of 1,000 – 2,000 words in length, with or without a product/artefact. Written work should be word processed and include a variety of graphs, images, statistical tables, diagrams and drawings.

Learners who produce a product/artefact are not required to submit the final outcome, but they must provide clear evidence of how the product/artefact has been designed and developed. Evidence of the final product/artefact must also be presented to ensure the moderator can consider the standard of the outcome. This may be presented in a variety of ways (e.g. photographic, electronic) but the method chosen must be appropriate and of high quality.

Examples of content in an appropriate Teaching and Learning programme

Planning and Organisation

- Development of aims and objectives.
- Production of action plans – set timescales, milestones and deadlines, identify sub tasks and activities, set targets, identify resources, identify risks, use planning tools.
- Identification, selection and collation of information and numerical data from variety of sources.

Critical Thinking and Problem Solving

- Identification, consideration and use a variety of facts, opinions and viewpoints.
- Identification, development and analysis of arguments.
- Critical assessment and construction of arguments.
- Expression of own views and consideration of those of others.
- Identification of information, resources and materials to solve a problem.
- Identification of key information and factors including causes, changes, consequences, similarities and differences.
- Formulating judgements.
- Summarising and presenting findings.

Digital Literacy

- Using digital techniques to present tables, graphs and diagrams.
- Assessment of the credibility of information and sources – currency, reliability and validity.
- Store data in appropriate format.

Literacy

- Writing compound sentences including accurate spelling, basic grammar and punctuation.
- Creation of a rationale.
- Methods of referencing source material – plagiarism, bibliography.
- Collation and synthesis of information and numerical data.

Numeracy

- Sources of information - internet, books, magazines, media.
- Methods for collecting own information and numerical data - interview, questionnaire, observation.
- Methods for analysing numerical data – mean, median, mode, range, percentages, fractions, ratios.
- Methods to display information and numerical data – bar chart, pie chart, line graph.

In the context of the Project:

- Develop skills and techniques relevant to the context of Individual Project
- Methods of presentation of outcome - quality, fitness for purpose
- Reflection on personal performance - use of self-evaluation tools.

Assessing the Individual Project

Where there is no evidence or work is not worthy of credit - 0 marks

Learning Outcomes	Performance Bands			
	Band 1 1 – 3 marks	Band 2 4 – 6 marks	Band 3 7 – 9 marks	Band 4 10 – 12 marks
LO1 Understand how to identify the focus and scope of an individual project	Limited introduction to research subject including basic aims and/or objectives.	Basic introduction to research subject including relevant aims and objectives.	Detailed introduction to research subject including appropriate aims and objectives.	Detailed and effective introduction to research subject including appropriate and realistic aims and objectives.
LO2 Be able to select and plan research methods, resources and materials	Limited rationale including plans to achieve aims and objectives. Basic research methods, resources and materials selected.	Basic rationale including plans to achieve aims and objectives. Relevant research methods, resources and materials selected.	Detailed rationale including plans to achieve aims and objectives. Appropriate research methods, resources and materials selected.	Detailed and effective rationale, describing the planning decisions to be made when addressing aims and objectives. Appropriate and effective research methods, resources and materials selected.
LO3 Be able to select, collate, reference and assess the credibility of information and numerical data	Limited secondary and primary information and numerical data selected, collated and referenced. Limited consideration of the credibility of sources used including currency, reliability and validity	Basic secondary and primary information and numerical data selected, collated and referenced. Basic consideration of the credibility of sources used including currency, reliability and validity.	Appropriate secondary and primary information and numerical data selected, collated and referenced. Detailed consideration of the credibility of sources used including currency, reliability and validity.	A range of appropriate secondary and primary information and numerical data selected, collated and referenced. Detailed and effective consideration of the credibility of sources including currency, reliability and validity.
LO4 Be able to analyse the numerical data collected and display using digital techniques	Limited analysis of the numerical data collected. Limited use of digital techniques to display numerical data.	Basic analysis of the numerical data collected. Basic use of digital techniques to display numerical data.	Detailed analysis of the numerical data collected. Appropriate use of digital techniques to display numerical data.	Detailed and effective analysis on the numerical data collected. Appropriate and effective use of digital techniques to display numerical data.

Where there is no evidence or work is not worthy of credit - 0 marks

Learning Outcomes	Performance Bands			
	Band 1 1 – 3 marks	Band 2 4 – 6 marks	Band 3 7 – 9 marks	Band 4 10 – 12 marks
LO5 Be able to synthesise, analyse and use information and viewpoints	Limited knowledge and understanding of the subject. Limited synthesis, analysis and use of information and viewpoints.	Basic knowledge and understanding of the subject. Basic synthesis, analysis and use of information and viewpoints.	Detailed knowledge and understanding of the subject. Detailed synthesis, analysis and use of information and viewpoints.	Detailed and effective knowledge and understanding of the subject. Detailed and effective synthesis, analysis and use of information and viewpoints.
LO6 Be able to produce and present an outcome	Limited use of basic skills and techniques. Limited success in producing and presenting a final outcome to address project aims.	Basic use of relevant skills and techniques. Mostly successful in producing and presenting a final outcome that addresses project aims.	Effective use of appropriate skills and techniques. Successfully produces and presents a final outcome that addresses project aims.	Efficient and effective use of a range of appropriate skills and techniques. Successfully and effectively produces and presents a final outcome that meets project aims.
LO7 Be able to make judgements and draw conclusions	Limited judgements made. Limited conclusions on the outcome in addressing the focus and scope of the individual project.	Basic judgements made. Basic conclusions on the outcome in addressing the focus and scope of the individual project.	Detailed judgements made. Detailed conclusions on the outcome in addressing the focus and scope of the individual project.	Detailed and well-reasoned judgements made. Detailed and well-reasoned conclusions on the outcome in addressing the focus and scope of the individual project.
LO8 Be able to reflect on strengths and weaknesses of own performance	Limited strengths and weaknesses of own performance identified, including planning, problem solving and completion processes.	Basic reflection on the strengths and weaknesses of own performance including planning, problem solving and completion processes.	Detailed reflection of own performance including planning, problem solving and completion processes.	Detailed and well-reasoned reflection of own performance including planning, problem solving and completion processes.

3.3 Enterprise and Employability Challenge

Purpose

The purpose of the Enterprise and Employability Challenge is to develop learners' skills, whilst providing opportunities for learners to develop enterprising skills and attributes and enhance employability. During the Enterprise and Employability Challenge learners will explicitly develop skills in **Digital Literacy**, **Creativity and Innovation** and **Personal Effectiveness** and apply them in an appropriate manner.

Introduction

What opportunities and experiences can I expect from the Enterprise and Employability Challenge?

What skills will learners be able to develop and use?

What does this Challenge involve?

In today's world it will be desirable for the learner to develop an enterprise mind-set which can enhance employability prospects. In this Challenge learners will have the opportunity to create and implement innovative ideas based on meeting the needs of customers and/or businesses by developing a product or service. This can be achieved and enhanced by following an enterprise process which includes liaising with employers and interacting with successful local entrepreneurs. This challenge will enhance employability by enabling learners to be more opportunity-focussed, self-aware and attuned to the business environment.

Young people today often say they want to be their own boss, to start their own company or to make a living from a personal passion. The Enterprise and Employability Challenge is the learners' opportunity to develop the creativity and innovation skills needed to become an entrepreneur. Learners will be able to gain an appreciation of the use of social and other electronic media in business. Learners will also be able to develop and apply digital literacy skills in creative and innovative ways.

The Enterprise and Employability Challenge provides learners with an opportunity to develop important team working skills. Learners will be able to recognise the contributions they can make when collaborating with their peers, business advisors and potential customers in developing a business concept. By effectively working with others, learners will develop positive working relationships as well as being able to take responsibility and work independently. Learners will need a can-do attitude and the drive to make ideas happen whilst being able to take risks and manage their roles and contributions effectively.

The Enterprise and Employability Challenge requires the development of a business idea and proposal, and with final proposals illustrated in a visual display and pitched to a panel.

Guidance for Delivery

At this level it is advised that learners spend approximately **thirty hours** on the Challenge with appropriate time spent developing the relevant underpinning skills, knowledge and understanding. A minimum of **thirteen hours** is allocated to generate the evidence required for the assessment of the Challenge.

For the purpose of this Challenge there will be a particular focus on teaching, learning and assessment of **Digital Literacy, Creativity and Innovation** and **Personal Effectiveness**. Essential for the delivery of this Challenge is that learners experience either visits to appropriate businesses and/or from appropriate guest speakers. Entrepreneurs who can talk about the skills they needed to develop to get their business or social enterprise running and sources of help they used will be invaluable.

At this level learners are expected to work in teams consisting of 3 to 6 members.

[Approved Challenge Briefs](#) can be found on the WJEC subject page for the National/Foundation Welsh Baccalaureate.

Examples of business idea

Product

- Develop a board game for young children.
- Produce t-shirts to promote a local musical/cultural event.

Service

- Re-conditioning service for bicycles.
- Car washing and valeting service.

Evidence for Assessment

Each learner must provide supportive evidence of a **Skills Audit**, a **Visual Display** of a business proposal, **Minutes of team meetings**, **Confirmation Statement** of Pitch and a **Personal Reflection**.

Skills Audit

The purpose of the Skills Audit is to help each learner to identify, plan, develop and improve the personal skills needed to carry out the Enterprise and Employability Challenge successfully.

The Skills Audit must include evidence of the:

- identification of current personal and team-working skills relevant to the Challenge
- identification of any additional personal and team-working skills likely to be needed
- plan for developing and improving relevant skills.

Visual Display

The Visual Display of the business proposal could include evidence of the:

- aims, objectives and details of the product, service or business partnership
- potential customers/clients
- financial implications including cost analysis
- marketing and promotional materials (using digital technology).

Minutes of team meetings

These should be sufficiently detailed to demonstrate:

- roles and responsibilities (individual and team)
- time management, personal behaviours and team working.

Confirmation Statement

The Confirmation Statement of the Pitch must record the standard of presentational skills demonstrated.

Personal Reflection

The Personal Reflection must include evidence of the:

- personal role/contribution in carrying out the challenge
- records of team working including personal effectiveness
- analysis of the development and application of personal and teamwork skills.

Examples of content in an appropriate Teaching and Learning programme

Creativity and Innovation

- Generation of new ideas.
- Ownership of own ideas and respect for those of others.
- Identify and challenge assumptions.
- Use of imagination and initiative.
- Consideration of options - making the most of opportunities.
- Assessment and evaluation of ideas - use a SWOT analysis to select the most feasible.
- Combination and development of ideas.
- Identification, selection and application of solutions to meet new requirements.
- Implementation of solutions.
- Reflection on processes and outcomes.

Personal Effectiveness

Self-Assessment

- Commitment to learning and self-improvement.
- Assessment of personal skills and qualities, strengths and weaknesses.
- Development of individual learning plan using SMART targets.
- Record and review achievements against targets.

Self-Management

- Management of time.
- Management of resources.
- Set personal and team priorities and goals.
- Seek and act on advice or help.
- Reflection on personal performance, use of self-evaluation tools.

Working relationships

- Team building – understand roles and responsibilities, positive working relationships.
- Use of appropriate behaviours - cooperation, compromise, encouraging, respectful.
- Presentation of own views, value and respond appropriately to opinions and views of others.

In the context of the Challenge:

- Organisation of meetings – agenda, minutes.
- Production of action plan and set goal in team situations.
- Identification and selection of appropriate resources.
- The concept of 5Ps - product, price, place, promotion and people.
- Production of promotional materials including the use of social media.
- Financial planning.
- Methods of market research.
- Preparation and pitch a business proposal.
- Preparation of an application for a role within the team.

Assessing Enterprise and Employability Challenge

Where there is no evidence or work is not worthy of credit - 0 marks

Learning Outcomes	Performance Bands			
	Band 1 1 – 3 marks	Band 2 4 – 6 marks	Band 3 7 – 9 marks	Band 4 10 – 12 marks
LO1 Be able to apply Creativity and Innovation	Limited ideas generated for an enterprise concept including consideration of strengths and weaknesses. A suitable idea selected, developed and implemented. Limited reflection of the process involved in developing a new concept.	Basic ideas generated for an enterprise concept including consideration of strengths and weaknesses. A realistic idea selected, developed and implemented. Basic reflection of the process involved in developing a new concept.	Appropriate ideas generated for an enterprise concept including consideration of strengths and weaknesses. An appropriate and feasible idea selected, developed and implemented. Detailed reflection of the process involved in developing a new concept.	Appropriate and realistic ideas generated for an enterprise concept including consideration of strengths and weaknesses. A feasible, realistic and effective idea selected, developed and implemented. Detailed and balanced evaluation of the process involved in developing a new concept.
LO2 Understand Personal Effectiveness	Limited audit of personal and team skills including plans for improvement. Basic performance of own role and responsibilities including time management, behaviours, personal skills and team work. Limited reflection on the development and application of personal and team work skills.	Basic audit of personal and team skills including plans for improvement. Adequate performance of own role and responsibilities including time management, behaviours, personal skills and team work. Basic reflection on the development and application of personal and team work skills.	Detailed audit of personal and team skills including plans for improvement. Effective performance of own role and responsibilities including time management, behaviours, personal skills and team work. Detailed and reasoned reflection on the development and application of personal and team work skills.	Detailed and effective audit of personal and team skills including plans for improvement. Efficient and effective performance of own role and responsibilities including time management, behaviours, personal skills and team work. Detailed and well-reasoned reflection on the development and application of personal and team work skills.
LO3 Understand factors involved in an Enterprise and Employability Challenge	Limited understanding of factors involved in developing a business proposal. Visual Display with limitations in structure and relevance. Pitch demonstrates limited communication skills.	Basic understanding of factors involved in developing a business proposal. Clear and appropriately developed Visual Display. Pitch demonstrates basic communication skills.	Detailed understanding of the factors involved in developing a business proposal. Structured and effectively developed Visual Display. Pitch demonstrates effective communication skills.	Detailed and effective understanding of the factors involved in developing a business proposal. Well-structured and creatively developed Visual Display. Pitch demonstrates highly effective communication skills.

3.4 Global Citizenship Challenge

Purpose

The purpose of the Global Citizenship Challenge is to develop learners' skills, whilst providing opportunities to understand and respond appropriately to global issues. During the Global Citizenship Challenge learners will explicitly develop skills of **Critical Thinking and Problem Solving** and **Creativity and Innovation** and apply them in an appropriate manner.

Introduction

What is a global citizen?
What skills will learners be able to develop and use?
What does this Challenge involve?

A global citizen is aware of their rights and responsibilities as citizens of Wales and the wider world. They have an interest, enthusiasm for and understanding of global issues. A global citizen respects and values equality, diversity, tolerance and sustainability.

The Global Citizenship Challenge can contribute to developing the skills, attributes and knowledge that will create global citizens, with an understanding of the world and the place of Wales within it. Along with the knowledge and values that they gain from learning about global issues, learners will develop skills which will give them the ability and confidence to be pro-active in making a positive difference in the world. Through research, debate and discussion learners will consider a range of facts, factors, differing opinions and points of view on global issues. Learners will be presented with the opportunity to learn about world problems and issues, think critically about them and how they may be solved.

The Global Citizenship Challenge will provide learners with the opportunity to build knowledge and understanding of a global issue selected from one of the following topics:

- Cultural diversity
- Fair Trade
- Future energy
- Inequality
- Living sustainably
- Natural and human disasters
- Nutrition
- Poverty.

Using appropriate source material and resources learners will consider the impact of relevant factors including political, economic, social, technological, legal, environmental (PESTLE) in relation to the global issues chosen.

The Global Citizenship Challenge requires learners to respond to a global issue by raising awareness of the issue to a defined audience in a creative and innovative way.

Guidance for delivery

At this level learners should spend approximately **thirty hours** on the Challenge with appropriate time spent developing the relevant underpinning skills, knowledge and understanding including political, economic, social, technological, legal, environmental (PESTLE). A minimum of **eleven hours** is allocated to generate the evidence required for the assessment of the Challenge. For the purpose of this Challenge there will be a particular focus on teaching, learning and assessment of **Critical Thinking and Problem Solving** and **Creativity and Innovation**.

While one of the global issues is selected as a focus for the Challenge and assessment, in preparation it is suggested that a number of the issues are explored and used to develop the necessary skills. Learners should be provided with opportunities to discuss and debate global issues and to benefit from the support of relevant external organisation e.g. resources, educational visits, visiting speakers.

At this level learners must complete this Challenge as an **individual**.

[Approved Challenge Briefs](#) can be found on the WJEC subject page for the National/Foundation Welsh Baccalaureate.

Examples of raising awareness methods

Learners may wish to use one of the following methods or select another form to raise awareness of their chosen global issue.

- Campaign
- Poster
- Poem or song
- Presentation
- Leaflet
- Blog
- Website.

Evidence for Assessment

Each learner must provide supporting evidence of a written **Personal Standpoint**, a **Raising Awareness Pack** and a **Personal Review**.

The supporting evidence for the **Personal Standpoint** must be a maximum of 800 words and must include:

- differing views and opinions about global issue
- relevant political, economic, social, technological, legal, environmental (PESTLE) factors
- own views about the global issue.

The supporting evidence for the **Raising Awareness Pack** could include:

- generation and evaluation of ideas for raising awareness
- selection of one idea
- development and implementation of the idea including appropriate problem solving and decision-making techniques
- materials and resources to be used in the raising awareness activity.

The **Personal Review** must include:

- development and application of Critical Thinking and Problem Solving
- development and application of Creativity and Innovation.

Examples of content in an appropriate Teaching and Learning programme

Critical thinking and Problem Solving

- Identification, consideration and use a variety of facts, opinions and viewpoints.
- Expression of own views and consideration of those of others.
- Identification, development and analysis of arguments.
- Identification of key information and factors - causes, changes, consequences, similarities and differences.
- Formulation of judgements and drawing of conclusions.
- Consideration of the credibility of sources – reliability, validity.
- Use of problem solving and decision-making techniques.
- Identification of problems and exploration of possible decisions and solutions.
- Implementation of decisions and solutions.
- Identification, analysis and use of information and data to solve problems.
- Reflection on problem solving and decision-making processes and implementation of solutions.

Creativity and Innovation

- Generation of new ideas.
- Ownership of own ideas and respect for those of others.
- Identification and challenging assumptions.
- Use of imagination and initiative.
- Consideration of options - making the most of opportunities.
- Assessment and evaluation of ideas - use a SWOT analysis to select the most feasible.
- Combination and development of ideas.
- Identification, selection and application of solutions to meet new requirements.
- Implementation of solutions.
- Reflection on processes and outcomes.

In the context of the Challenge:

- concept of global citizenship
- global issues – cultural diversity, Fair Trade, future energy, inequality, living sustainably, natural and human disasters, nutrition, poverty
- relevant factors - political, economic, social, technological, legal and environmental (PESTLE)
- discussions and debates - framing and responding to questions
- methods for raising awareness
- use of digital techniques.

Assessing Global Citizenship Challenge

Where there is no evidence or work is not worthy of credit - 0 marks

Learning Outcomes	Performance Bands			
	Band 1 1 – 3 marks	Band 2 4 – 6 marks	Band 3 7 – 9 marks	Band 4 10 – 12 marks
LO1 Be able to apply Critical Thinking and Problem Solving	Limited Personal Standpoint including own and alternative opinions, views, and arguments. Limited consideration of the credibility of sources. Limited problem solving and decision-making techniques. Limited reflection on the critical thinking and problem-solving process.	Basic Personal Standpoint including own and alternative opinions, views, and arguments. Basic consideration of the credibility of sources. Basic problem solving and decision-making techniques. Basic reflection on the critical thinking and problem-solving process.	Detailed Personal Standpoint including own and alternative opinions, views, and arguments. Detailed consideration of the credibility of sources. Effective problem solving and decision-making techniques. Detailed reflection on the critical thinking and problem-solving process.	Detailed, clear and effective Personal Standpoint including own and alternative opinions, views, and arguments. Detailed and effective consideration of the credibility of sources. Efficient and effective problem solving and decision-making techniques. Detailed and well-reasoned reflection on critical thinking and problem-solving process.
LO2 Be able to apply Creativity and Innovation	Limited ideas generated for raising awareness including consideration of strengths and weaknesses. A suitable idea selected, developed and implemented. Limited reflection of the process involved in developing a new concept.	Basic ideas generated for raising awareness including consideration of strengths and weaknesses. A realistic idea selected, developed and implemented. Basic reflection of the process involved in developing a new concept.	Appropriate ideas generated for raising awareness including consideration of strengths and weaknesses. An appropriate and feasible idea selected, developed and implemented. Detailed reflection of the process involved in developing a new concept.	Appropriate and realistic ideas generated for raising awareness including consideration of strengths and weaknesses. A feasible, realistic and effective idea selected, developed and implemented. Detailed and balanced evaluation of the process involved in developing a new concept.
LO3 Understand issues involved in a Global Citizenship Challenge	Limited understanding of the global issue. Limited coverage of political, economic, social, technological, legal and environmental factors. Raising awareness outcomes produced of limited quality and suitability.	Basic understanding of the global issue. Basic coverage of political, economic, social, technological, legal and environmental factors. Raising awareness outcomes produced of adequate quality and suitability.	Detailed understanding of the global issue. Detailed coverage of relevant political, economic, social, technological, legal and environmental factors. Raising awareness outcomes produced appropriate and of good quality.	Detailed and effective understanding of the global issue. Detailed and effective coverage of relevant political, economic, social, technological, legal and environmental factors. Raising awareness outcomes produced appropriate, effective and of high quality.

3.5 Community Challenge

Purpose

The purpose of the Community Challenge is to develop learners' skills, whilst encouraging learners to identify, develop and participate in opportunities that will benefit the local community. During the Community Challenge learners will explicitly develop skills of **Planning and Organisation** and **Personal Effectiveness** and apply them in an appropriate manner.

Introduction

What is the local community?
What skills will learners be able to develop and use?
What does this Challenge involve?

Today's learners need to be aware of the challenges and opportunities they may meet on a personal level in their local community: school, the local area, the nearest village, town or city. Learners will focus on real-life concerns and needs through activities which aim to make a difference in the community. The Community Challenge should provide experiences that help young people understand what it means to be an active citizen. The Challenge should enable them to develop as effective and responsible members of their local community.

In completing the Community Challenge learners will be able to recognise the contributions they can make towards improving the community in which they live and the benefits this will have for themselves, for others and for the environment. Where appropriate, learners will be able to demonstrate independence, responsibility and an ability to work well with others. Learners will have an opportunity to develop an understanding of how carrying out a community activity is beneficial to themselves. The activity will help to promote a sense of self-worth, self-esteem and self-confidence, along with the development of individual and/or team working skills.

The Community Challenge will provide learners with the opportunity to select an activity from one of the following community themes:

- Social/Welfare
- Neighbourhood Enhancement
- Coaching.

Learners will plan and organise the activity either as an individual or in a team (consisting of 3-6 members). 10 hours **must** then be spent directly carrying out the activity with or in the local community. On completion of the Challenge the learner must carry out a reflection of their personal effectiveness.

Guidance for delivery

At this level learners should spend approximately **thirty hours** on the Challenge with appropriate time spent developing the relevant underpinning knowledge and skills. A minimum of fifteen hours must be spent on this Challenge, with **ten hours** spent carrying out the 'doing' aspect of the challenge through working with or in the community. Appropriate time should be spent developing the relevant underpinning skills and knowledge, as well as time to plan and reflect on the activity. For the purpose of this Challenge there will be a particular focus on teaching, learning and assessment of **Planning and Organisation** and **Personal Effectiveness**.

At this level it may be advisable and more manageable for learners to work in teams (consisting of 3 to 6 members) although some learners may wish to complete the Challenge as an individual. [Approved Challenge Briefs](#) can be found on the WJEC subject page for the National/Foundation Welsh Baccalaureate.

Definition of Local Community

Local community may be defined as: the school, the local area, the nearest village, town or city.

Examples of opportunities

Social/Welfare opportunities:

- buddy scheme providing advice and support to younger pupils
- volunteer for children/youth organisation e.g. Urdd, youth club.

Neighbourhood Enhancement opportunities:

- make an area safer or more pleasant for the users
- helping restore an area of natural beauty.

Coaching opportunities:

- coaching sport, performing arts, language
- IT for senior citizens.

Evidence for Assessment

Each learner must provide a **Personal Digital Record**.

The supporting evidence in the Personal Digital Record must include a **Skills Audit, Plan, and Personal Reflection and Confirmation Statement**.

Skills Audit

The purpose of the Skills Audit is to help individual learners to identify, plan, develop and improve the personal skills needed to carry out the Community Challenge successfully.

The Skills Audit must include evidence of the:

- identification of current personal and/or team-working skills relevant to the Challenge
- identification of any additional personal and/or team-working skills likely to be needed
- plan for developing and improving relevant skills.

Plan

The Plan must include evidence of:

- aims and objectives
- targets
- timescales
- resources
- individual and/or team responsibilities
- opportunities and risks.

Confirmation Statement

The WJEC Community Challenge Confirmation Statement must be completed by a responsible person and provide validation of the learner having completed 10 hours of active and purposeful participation.

Personal Reflection

The Personal Reflection including drawing on feedback received, must cover:

- personal role/contribution when planning and carrying out the challenge
- analysis of the development and application of personal and teamwork skills.

Examples of content in an appropriate Teaching and Learning programme

Planning and Organisation

- Development of aims and objectives.
- Production of action plans – set timescales, milestones and deadlines, identify sub tasks and activities, set targets, identify resources, identify risks, use of planning tools.
- Selection and organisation of information, resources and materials.
- Management of an action plan – monitor, adapt to change, respond to risks and review planning process.
- Demonstration of responsibility and reliability.

Personal Effectiveness

Self-Assessment

- Commitment to learning and self-improvement.
- Assessment of personal skills and qualities, strengths and weaknesses.
- Development of individual learning plan using SMART targets.
- Recording and reviewing achievements against targets.

Self-Management

- Management of time.
- Management of resources.
- Setting personal and team priorities and goals.
- Seeking and acting on help or advice.
- Reflection on personal performance, use of self-evaluation tools.

Working relationships

- Team building – understanding roles and responsibilities, positive working relationships.
- Use of appropriate behaviours - cooperation, compromise, encouraging, respectful.
- Presentation of own views, value and respond appropriately to opinions and views of others.

In the context of the Challenge:

- Benefits of actively helping in the local community
- Identification of needs in the local community
- Empathising with people of different ages, backgrounds and situations
- Development of underpinning knowledge
- Completion of relevant training
- Development of relevant practical skills and techniques
- Development of interpersonal skills
- Health and safety procedures and risk assessment where relevant and appropriate.

Assessing Community Challenge

Where there is no evidence or work is not worthy of credit - 0 marks

Learning Outcomes	Performance Bands			
	Band 1 1 – 3 marks	Band 2 4 – 6 marks	Band 3 7 – 9 marks	Band 4 10 – 12 marks
LO1 Be able to apply Planning and Organisation	Limited plan for community activity including coverage of aims, objectives, timescales, activities, resources, allocation of responsibilities, targets and risks. Plan partially implemented with limited evidence of suitable monitoring and development. Limited reflection on strengths and weaknesses of the planning process.	Basic plan for community activity including relevant aims, objectives, timescales, activities, resources, allocation of responsibilities, targets and risks. Plan fully implemented with limited evidence of appropriate monitoring and development. Basic reflection on the strengths and weaknesses of the planning process.	Detailed plan for community activity including appropriate and realistic aims, objectives, timescales, activities, resources, allocation of responsibilities, targets and risks. Plan fully implemented, with appropriate evidence of monitoring and development. Detailed reflection on the strengths and weaknesses of planning process.	Detailed and effective plan for community activity including appropriate and realistic aims, objectives, timescales, activities, resources, allocation of responsibilities, targets and risks. Plan fully, effectively and successfully implemented and managed. Detailed, clear and effective reflection on the strengths and weaknesses of planning process.
LO2 Understand Personal Effectiveness	Limited audit of personal and/or team skills including plans for improvement. Basic performance of own role and responsibilities including time management, behaviours, personal skills and team work. Limited reflection on the development and application of personal and team work skills.	Basic audit of personal and/or team skills including plans for improvement. Adequate performance of own role and responsibilities including time management, behaviours, personal skills and team work. Basic reflection on the development and application of personal and team work skills.	Detailed audit of personal and/or team skills including plans for improvement. Effective performance of own role and responsibilities including time management, behaviours, personal skills and team work. Detailed and reasoned reflection on the development and application of personal and team work skills.	Detailed and effective audit of personal and/or team skills including plans for improvement. Efficient and effective performance of own role and responsibilities including time management, behaviours, personal skills and team work. Detailed and well-reasoned reflection on the development and application of personal and team work skills.
LO3 Be able to participate in a Community Challenge	Limited consideration of the purpose and benefits of the activity to the community. Participates in the activity in a positive manner with support and encouragement. Limited Personal Digital Record including organisation, storage, management, sharing and protection of information.	Basic consideration of the purpose and benefits of the activity to the community. Participates in the activity in a positive manner. Basic Personal Digital Record including organisation, storage, management, sharing and protection of information.	Detailed consideration of the purpose and benefits of the activity to the community. Participates in the activity in a positive and enthusiastic manner. Detailed Personal Digital Record including organisation, storage, management, sharing and protection of information.	Detailed and effective consideration of the purpose and benefits of the activity to the community. Participates in the activity in a positive, enthusiastic and effective manner. Detailed, well-structured and effective Personal Digital Record including organisation, storage, management, sharing and protection of information.

4 CHALLENGES

4.1 Skills Development

The development of the skills of learners must be central to the design, delivery and completion of all Challenges. Through the Challenges and the Individual Project, learners should be encouraged and enabled to develop all seven integral and cross curricular skills, with a particular emphasis on those identified as the specific skills for assessment.

Centres are required to maintain a **Skills Development File**, which provides evidence of the delivery, teaching and learning experiences of learners. The Skills Development File is a key component in WJEC Quality Assurance processes for the Skills Challenge Certificate.

The evidence in the **Skills Development File** should include:

- a detailed outline of the centre's Skills Challenge Certificate timetable for each cohort/academic year, including all four components
- a scheme of work demonstrating how all seven integral and cross curricular skills will be developed in preparation for the Challenges and the Individual Project for each discrete group/cohort of learners
- examples demonstrating the range of teaching and learning experiences provided supplemented by examples of learner work where appropriate
- an outline of Challenge Briefs chosen for assessment.

4.2 Challenge Briefs

All Challenge Briefs **must be approved** by WJEC. All approved Challenge Briefs for each of the Challenges are available on the [WJEC website](#). Centres and learners may select any approved Challenge Brief. The tasks associated with the Challenges are available through the WJEC secure site at www.wjecservices.co.uk.

WJEC will determine when there is a need for Challenge Briefs to be **refreshed, revised** or **withdrawn** e.g. to meet new or changing circumstances. Centres are responsible for ensuring that the Challenge Briefs and tasks they are using are the current versions. No Challenge Briefs will be removed during an academic year.

4.3 Challenge Brief format

The structure of the Challenge Briefs is as follows:

Challenge Brief title

The Challenge Brief title summarises in a concise manner the context of the challenge.

Purpose

The purpose provides a clear summary of the component.

Introduction

Sets the scene of the Challenge in context and explains to learners what is involved.

Tasks

The tasks provide the activities which must be completed to meet the requirements of the Challenge.

Summary

This section summarises assessment and provides details of the evidence required to meet the learning outcomes. This section also includes details of the controls relevant for the Challenge – time, resources, supervision, collaboration and feedback.

Accepted changes to the Challenge Brief

This section found in Generic Challenge Briefs, will illustrate ways it is permissible for organisations and centres to make adaptations. All changes to Challenge Briefs must be approved by WJEC.

Confirmation Statement

This will be included where necessary and must be completed by a responsible person and provide validation of the learner meeting requirements.

Assessment Grid

Learning outcomes state what the learner should know, understand or be able to do as a result of completing the learning in the component. The performance bands specify the standard a learner has demonstrated for the learning outcomes of that component. The score for the performance bands are used to determine the summative component grade.

Candidate Challenge Assessment Form

The assessor will use this form to record the marks allocated to each learning outcome and the total marks for the candidate. Signatures of the candidate and the assessor must provide to confirm authenticity of the evidence.

4.4 Design and Approval of Challenge Briefs

Challenge Briefs must aim to give learners experiences and opportunities to develop skills in the context of real-life purposes and real-life contexts.

Role of External Organisations

It is essential that wherever and whenever possible, the expertise, support and advice of relevant and appropriate external organisations be placed at the heart of the design and delivery of Challenge Briefs. The range of external partners willing and able to become involved is likely to include large companies, employers (both large and small businesses), charitable organisations, appropriate private and/or public/organisations.

It is envisaged that external organisations will:

- be consulted and involved in setting Challenge Briefs
- provide a range of support and resources for centres
- build links with and support individual centres, WJEC, Regional Consortia or other appropriate networks.

Role of Centres

Centres are able to adapt generic Challenge Briefs and contextualise them for use with their learners. Such approaches will require approval from WJEC and can, for example, include Challenge Briefs arising from:

- programmes of study for general or vocational qualifications.
- Modern Foreign Languages, Welsh Second Language or other languages.
- statutory curriculum frameworks such as Religious Education.

WJEC is available to provide support and advice to centres and organisations in getting involved with all aspects of Challenges. Contact details for appropriate WJEC staff can be found on the WJEC website.

4.5 Centre Management of Challenges

When completing the chosen Challenges and the Individual Project, centres should consider the following points:

- Challenges and the Individual Project must focus on the **development of skills**.
- the assessment of Challenge Briefs demonstrates the extent to which learners have been successful in **applying these skills**.
- when completing the chosen Challenges, the learner must complete the Global Citizenship Challenge as an individual, and the Enterprise and Employability Challenge as a team. The Community Challenge can be completed as either an individual or as a team.
- the same Challenge Brief may be used with all or some learners in a cohort.
- good practice dictates that the use of Challenge Briefs in a centre should be refreshed at suitable intervals to ensure motivation and innovation amongst teachers and learners.
- during the completion of tasks used for assessment **no help** must be provided and **feedback** is only allowed where and when specified in the Controls Summary table of the Challenge Brief and/or [Teacher Handbook 2 – Managing Assessment](#).
- a learner **re-sitting** a Challenge may revisit the original Challenge Brief or choose a different one.

5 ASSESSMENT

5.1 Scheme of Assessment

Learners are expected to produce evidence that illustrates the development of relevant skills, knowledge and understanding. The purpose of assessment is to ensure that effective learning has taken place in order to give learners the opportunity to achieve the learning outcomes within the components. WJEC provide further **support and guidance** material relating to the assessment of all components in the [Teacher Handbook 2 – Managing Assessment](#).

Skills Challenge Certificate component assessment

The Skills Challenge Certificate components are internally assessed and externally moderated. Assessment of evidence must be made against the learning outcomes and performance band statements provided in each component specification. Annotation must be provided to support assessment including the relationship to learning outcomes and performance band requirements.

Where performance is observed a ‘Confirmation Statement’ must be completed including a signature of authenticity by a responsible person.

Assessment should only be undertaken by a designated assessor. An assessor should have appropriate expertise at the level for a specified component.

WJEC will moderate the Individual Project and the chosen Challenges separately and aggregate the results to provide an overall grade for the Skills Challenge Certificate.

Authentication

Centres must ensure that the Challenges are completed under the conditions specified in the Challenge Brief Tasks. Assessors can provide generic guidance on the requirements of the Challenge and the tasks involved and remind learners of the performance bands and how they can be interpreted.

Centres must ensure the authenticity of evidence produced for summative assessment. Learners must sign a declaration to confirm that all evidence submitted is their own work produced without any assistance beyond that allowed. Assessors must sign a declaration to confirm that the work submitted for a learner is their own work and that no unfair practices have occurred.

Collaboration

Where team work (a team is defined as having 3-6 members) takes place, the following principles must be considered:

- each member of the team should have full access to all performance bands for all learning outcomes.
- learners **must** provide an individual response as part of any task outcome.
- evidence must be clearly attributable to each individual member of the group.
- assessment of the individual must be based on the individual contribution to the evidence produced.

5.2 Assessing evidence

Each centre must appoint a Co-ordinator who takes on the role of lead assessor. An appropriate number of assessors will be required to carry out the internal assessment of the Individual Project and the chosen Challenges. Assessment of evidence must be made against the performance bands provided in this specification.

The assessor is responsible for ensuring that:

- assessment is conducted under specified controlled conditions.
- they are clear about the requirements of the learning outcomes and performance band statements prior to commencing controlled assessment.
- evidence presented for assessment is authentic.
- assessment decisions are accurately recorded.
- evidence is appropriately annotated.
- judgements are only made against the performance band statements.
- Confirmation Statements contain sufficient detail for objective corroboration of decisions.

5.3 Standardisation

Centres are expected to standardise internal assessment decisions for the Individual Project and the chosen Challenges. This is the process by which centres ensure that all learners are judged to the same standard across different assessors, teaching groups and from year to year. WJEC will provide 'Centre Guidelines' for guidance on establishing internal standardisation procedures.

WJEC will provide training for Co-ordinators and assessors. Assessor support material, including sample documentation, will be made available on the Welsh Bacalaureate Secure website.

The role of the Co-ordinator is to:

- provide support to assessors on interpretation of assessment criteria.
- ensure all assessors have appropriate documentation in place to support fair and valid assessment decisions.
- ensure all assessors complete assessment documentation appropriately.
- sample assessment judgements at appropriate times to ensure all assessors in the centre are correctly and consistently applying the assessment criteria.
- provide feedback to assessors.

6 GRADING

6.1 Awarding Skills Challenge Certificate component grades

Component achievement is based on a learner's ability to meet the learning outcomes. Each component is awarded a summative grade;

- **Level 1 Pass;**
- **Level 2 Pass;**
- **Level 2 Merit;**
- **Level 2 Distinction.**

Performance bands enable learners to demonstrate their ability to meet the learning outcome. All components have four performance bands, each being allocated a range of 3 marks. Where there is no evidence or work is not worthy of credit a score of 0 marks should be allocated.

Performance Band	Band 1	Band 2	Band 3	Band 4
Marks	1 - 3	4 - 6	7 - 9	10 - 12

Assessors will allocate a score for each learning outcome and collate the marks across the whole component to provide a total score. The summative grade for the component will be calculated from the total score.

The following table provides details of the total marks available for each of the components of the Skills Challenge Certificate. Two of the three Challenge components must be completed

Component	Total score
Individual Project (Mandatory)	0 - 96
Enterprise and Employability Challenge	0 - 36
Global Citizenship Challenge	0 - 36
Community Challenge	0 - 36

A Uniform Mark Scale (UMS) is used in unitised specifications as a device for reporting, recording and aggregating candidates' unit assessment outcomes. The UMS is used so that candidates who achieve the same standard will have the same uniform mark, irrespective of when the unit was taken.

Uniform marks correspond to unit grades as follows:

Component	Maximum raw marks	Maximum UMS	Level 2			Level 1
			Distinction	Merit	Pass	Pass
Individual Project (50%)	96	150	120	90	60	30
Challenge 1 (25%)	36	75	60	45	30	15
Challenge 2 (25%)	36	75	60	45	30	15

6.2 Awarding the Skills Challenge Certificate grade

In order to achieve the Skills Challenge Certificate, learners must achieve the Individual Project and the chosen Challenge components.

The qualification grade is calculated on the basis of the aggregation of the component scores weighted as below:

Component	Weighting
Individual Project	50%
Challenge 1	25%
Challenge 2	25%
Total	100%

The qualification can be awarded a Foundation or National grade.

The National Skills Challenge Certificate is graded **A* - C**. For a **National** award, the learner must:

- obtain the minimum UMS mark for the qualification grade, and
- pass all the chosen components.

The Foundation Skills Challenge Certificate is graded **Foundation Pass** or **Foundation Pass***. For a **Foundation** award, the learner must:

- obtain the minimum UMS mark for the qualification grade, and
- pass all the chosen components.

Grade Boundaries	National				Foundation		U
	A*	A	B	C	Pass*	Pass	
Total UMS	270	240	180	120	90	60	0
%	90%	80%	60%	40%	30%	20%	0

7 ENTRY PROCEDURES

7.1 Registrations

Learners must be registered for the Welsh Baccalaureate by October 31st of their first year of study. Registration marks the starting date that learners can begin accumulating evidence to complete the Welsh Baccalaureate.

7.2 Components and Qualification entry

Entries for the chosen Challenges can be submitted either for the January or June series during the two years of the course. The Individual Project entries must be submitted during the second year of the course in either the January or June series.

A cash-in entry code must be applied in order for aggregation to occur and an overall grade for the National/Foundation Skills Challenge Certificate and the National/Foundation Welsh Baccalaureate to be awarded. This will only be available for the June series when the learner has completed all components and will be completing the Supporting Qualifications.

7.3 Re-sits of components

Learners will have **one** re-sit opportunity for each assessed component i.e. the chosen Challenges and the Individual Project with the higher of the marks counting towards the grade of the qualification. Should candidates wish to enter any components for a third time, no results from components taken previously may be used in aggregating the new grade. Therefore, all components in the qualification must be taken again.

8 EXTERNAL MODERATION

The consistency of assessment practices and decisions across centres will be assured through external moderation of a sample of work for each component entered. All samples must be uploaded to WJEC E-Submission platform – Surpass. Information on the Surpass platform and the upload process can be found on the [WJEC website](#).

The size of the sample will be based on the number of candidates entered, which will give a minimum sample size, and then on the number of assessors with at least three candidates selected from each assessor. The sample will cover the range of marks awarded, including the top and bottom mark of the centre. Samples will be automatically selected and viewed via the Internal Assessment Mark Input System (IAMIS) and must be uploaded to arrive with the moderator by the date specified.

The minimum sample sizes will be as specified in the table below.

<i>Total number of candidates for component</i>	<i>Sample size</i>
1 – 10	All
11 - 100	10
101 - 200	15
201 - 300	25
301+	25

WJEC may request a larger sample or further samples if this is considered necessary.

Centres should submit a sample that includes:

- an assessment sheet completed and signed by the assessor to confirm the assessment and signed by the learner confirming the authenticity of the evidence presented.
- all evidence produced by learners in completion of the assessment, annotated appropriately by the assessor.

Moderators will review all evidence presented to ensure standards are aligned. Evidence will be judged against the assessment grid and the following:

- annotation – the evidence produced by learners must be appropriately annotated.
- authentication – the evidence submitted must be authenticated by the learner and assessor.
- standardisation – evidence of effective standardisation/internal quality assurance within the centre to ensure consistency across assessors, must be provided.

Timetable

Samples of work must be submitted for external moderation by WJEC deadline date. Centres will need to ensure that internal submission dates are set sufficiently in advance of this to allow for authentication, assessment and standardisation.

Feedback

The outcome of moderation will be to either accept or amend a centre's assessment decisions. Feedback will be provided through a Centre Moderator's Report which will include guidance on any areas for development. A Principal Moderator's report will be produced and made available following the completion of each moderation series.

Centres must retain the evidence of all learners for a period of two months following the publication of results. The evidence must be available to WJEC if requested.

9 AWARDING AND REPORTING

Reporting of results for the Individual Project and the chosen Challenges will take place in March and August each year.

Awarding and reporting of results for WJEC Skills Challenge Certificate and National/Foundation Welsh BaccaLaureate will take place in August each year.

Where the cash-in code has been activated a Qualification Certificate will be issued for the Skills Challenge Certificate confirming:

- the title, level and grade of the Skills Challenge Certificate
- the grades of the Individual Project and the chosen Challenges.

A separate Qualification Certificate will be issued for the Welsh BaccaLaureate qualification.

10 ACCESS AND SPECIAL CONSIDERATION

This specification is designed to offer fair access for all and to minimise the need to make reasonable adjustments for learners who have particular requirements. It is expected that, normally, individual learners' abilities, interests and needs will be appropriately catered for by centres through the choice of Challenge Briefs and supporting qualifications.

If there are any queries about the use of this flexibility inherent in the specification to meet learners' needs, or about the use of reasonable adjustments, centres should contact WJEC.

Exceptionally, if a centre wishes to request that a learner receives special consideration; procedures will follow those outlined in the JCQ publication, *Access Arrangements, Reasonable Adjustments and Special Consideration*.

11 POST-RESULTS SERVICE

If a centre wishes to query the outcome of the moderation process, this must be done formally by the head of the centre notifying WJEC within 21 days of the publication of results.

The sample of work submitted for moderation will be reviewed by a moderator not involved in the original process, and the centre informed of the outcome.

Should the centre not be satisfied with the outcome of the review, there is provision for an appeal to WJEC.

APPENDIX A: Glossary

Terms used in the specification including learning outcomes and performance bands

Command Verbs	
Analyse	Examine in detail, break into component parts, examine relationships
Apply	Use, deploy (skills) appropriately and effectively
Consider	Think carefully, take (something) into account when making a judgement
Assess	Make a judgement about the quality or value of something
Collaborate	Make a contribution to the work of a team, supporting team members as required
Collate	Collect and combine texts, information or data
Communicate	Share or exchange information or ideas
Compare	Describe and explain similarities and differences
Describe	Give an account or representation in words, provide an appropriate level and amount of information with detail
Define	State or describe the meaning, exact nature of and/or scope of a term.
Develop	Become more mature, advanced, or elaborate
Display	Organise and present information diagrammatically
Evaluate	Make judgements against criteria, form an idea of the amount/number/value of something
Explain	Give reasons, make (an idea or situation) clear by describing it in more detail
Identify	Recognise, distinguish and establish what something is
Implement	Put (a decision, plan, agreement, etc.) into effect
Illustrate	Exemplify, describe with reference to examples
Justify	Show or prove something to be right or reasonable
Monitor	Observe, check, or keeping a continuous record of something
Outline	A general, preliminary, or rough plan or account of something that concentrates on the main features and ignores detail
Plan	A detailed proposal for doing or achieving something.
Present	Organise and communicate in a way that can be clearly followed and understood.
Process	Use a series of actions to elicit results
Record	Obtain and store data and information
Reference	Cite or provide recognition of all sources of information
Reflect	Think carefully about or consider the implications of
Select	Carefully choose as being the best or most suitable
Summarise	Give a shortened version of something, stating its main points
Synthesise	Combine information, objects or ideas
Use	Employ, take or hold something for a purpose

Differentiators	
Accurate	To what extent is the response correct or precise?
Adapted	Has the response been suitably modified for a new use or purpose? Has a skill been successfully used in different contexts?
Adequate	Is the response satisfactory or acceptable in quality or quantity?
Appropriate	Is the response suitable or proper, taking account of the situation/location?
Basic	Does the response contain a clear minimum; the essential, or fundamental points?
Range	Does the response provide an assortment of coverage of the subject matter?
Clear	Is the response coherent and intelligible? Is it obvious and unambiguous?
Comprehensive	Is the response full and wide ranging?
Credible	Is the response able to be believed; convincing?
Depth	Is the response extensive, detailed and of appropriate complexity?
Detailed	Does the response have many details or facts; show attention to detail?
Effective	Has the response been successful in producing a desired or intended result?
Efficient	Did the learner work in a well organised and competent way? Does the response achieve maximum productivity with minimum wasted effort?
Feasible	Does the response relate to something possible and practical; completed easily or conveniently?
Independent	Was a learner able to act or provide response without support or guidance from others?
Justified	Is the response fully explained and supported? Are you persuaded of an argument and/or reasoning?
Limited	Is the response restricted in size, amount, or extent? Are some elements missing?
Logical	Is the response characterised by common sense, is clear and rational?
Realistic	Is the response sensible and practical in terms of what can be achieved or expected?
Reasoned	Is the response based on logic or good sense?
Relevant	Is the response closely connected or appropriate to the matter in hand?
Reliable	Is the response or source able to be trusted and accurate?
Straightforward	Is the response uncomplicated and easy to understand?
Structured	Is the response organised or arranged in a logical and sensible way?
Suitable	Is the response apt, apposite or well-fitted?
Substantiated	Has the learner drawn on evidence to support any conclusions made?
Valid	Does the response have a sound basis in logic or fact? Does the source successfully provide what it sets out to do?